

Action Component ____ Literacy in the Content Areas

District Name ____ Campbellsville Independent

Component Managers ____ Jill Imes, Lisa Riggs

School Name ____ Campbellsville Elementary

Date _ February 27, 2004

Priority Need	Goal (Addresses the Priority Need)
<p>A. According to the 2003 KPR, 27% of students scored below the Proficient level in reading. In addition, the 2003 KCCT open response items show that 73% of responses were below the proficient level in informational reading and 65% were below the proficient level in practical living/ workplace reading.</p> <p>B. According to the 2003 KPR, 85% of students scored below the proficient level in math. According to the 2003 KCCT open response items, 47% of the responses were novice in number computation, 50% for the responses were novice in geometry/ measurement, 56% of probability/ statistics responses were novice, and 54% of algebraic idea responses were novice. According to the 2003 NCLB report, CES did not make adequate yearly progress in mathematics in the African-American subpopulation.</p>	<p>A1a. By May 2006, our KCCT results in reading will reflect a Reading Academic Index of 93 in order to reach proficiency by 2014.</p> <p>B1a. By May 2006, our KCCT results in mathematics will reflect a Math Academic Index of 62 in order to reach proficiency by 2014.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. According to lesson plans and mentor observation, small group reading instruction at the primary level utilizes mainly fiction material.</p> <p>A2. According to the 2003 KPR student questionnaire, 58% of fourth graders spend less than one hour per day reading in classes other than reading class; 51% use a chart or web when they read sometimes; and 40% read newspapers or magazines sometimes but not every week.</p> <p>A3. According to observations and analysis of assessments, students are not exposed to KCCT like open response questions in informational and practical living/ workplace reading on a regular basis.</p> <p>B1. According to teacher discussions, math scores may be low due to a failure to align the curriculum and a lack of communication between staff at the Elementary and the Middle School (Fifth grade is housed at Campbellsville Middle School.)</p> <p>B2. According to lesson plans, and an analysis of assessments, there is limited use of open response questions as a form of assessment in the math area.</p> <p>B3. According to KPR and the NCLB, there is an achievement gap in mathematics in the African-American subpopulation.</p>	<p>A1. By May 2005, small group reading instruction for primary students will utilize non-fiction material 25% of the time, as evidenced by lesson plans and mentor observations.</p> <p>A2. By May of 2005, students will spend an increased amount of time reading in content area classes, will increase time using graphic organizers when reading and students will read newspapers and magazines on a weekly basis as evidenced by lesson plans and walkthrough observations.</p> <p>A3. By May 2005, students will answer KCCT like open response questions in the areas of informational and practical living/ workplace reading on a weekly basis as evidenced by lesson plans and classroom assessment analysis.</p> <p>B1. By June 2006, the curriculum will be vertically aligned with the Program of Studies, Core Content, and Standards and Indicators for School Improvement in the area of math as evidenced by the minutes of the SBDM.</p> <p>B2. By August 2004, all students will be evaluated using authentic math assessment tools.</p> <p>B3. By June 2006, there will be a reduction in the mathematics achievement gap in the African-American subpopulation as evidenced by the KRP and the NCLB.</p>

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Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1a	Teachers will select non- fiction books for use in small group reading with a focus on comprehension of these books.	Students will become more proficient in reading and comprehending informational text as evidenced by classroom assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A1b	Teachers will model a variety of comprehension strategies to increase student understanding of non-fiction material.	Students will use effective comprehension strategies as evidenced in their increased understanding observed by formative assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A2a	Teachers will insure that all students are reading material across the curriculum on a daily basis.	Students will become more fluent in their reading of informational text and will increase their comprehension as indicated on anecdotal records.	Classroom Teachers, Principal	Aug. 2004	On-going	None

A2b	Students will use a variety of graphic organizers before, during and after reading.	Students will see visual relationships among ideas helping them store and recall information as evidenced in classroom assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A2c	Students will read newspapers and magazines on a weekly basis.	Students will receive practice in reading informational text, becoming more confident and successful in their understanding as observed by the classroom teacher and as recorded in student reading logs.	Classroom Teachers, Principal, Media Specialist	Aug. 2004	On-going	None
A3a	Teachers will develop reading open response questions in the areas of informational and practical/ workplace reading.	Students will gain practice in using KCCT like assessments as evidenced by teacher lesson plans.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A3b	Teachers will model proficient practice in answering reading open response questions at least once a month. Proficient practice for all students will be teacher guided in both large and small group instruction.	Students will independently demonstrate the use of proficient skills in answering reading open response questions as evidenced by student products.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A3c	Teachers will use a tuning protocol to analyze student reading open response answers.	Teachers will guide instruction based on student need as evidenced in lesson plans.	Classroom Teachers,	Aug. 2004	On-going	None

B1a	During professional development grade level committees will continue to align the math curriculum. The committees will meet and compare math curriculum across grade levels in order to ensure alignment of the curriculum horizontally and vertically with emphasis at the key transitions points of 4 th to 5 th grade.	All teachers will know what concepts and skills to teach and all students will know what they are expected to learn at each level as evidenced by improved test scores and reduction in achievement gaps.	Principal Classroom Teachers, Principal	Aug. 2004	On-going	None
B1b	Teachers will develop and use curriculum maps in the area of mathematics.	All teachers will know what concepts and skills to teach and when they will teach it.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B1c	Teachers will meet in grade levels once per grading period to review curriculum maps.	Monitoring by grade levels will ensure that all students are taught the same concepts and skills with no gaps in instruction.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B2a	Grade level teachers will develop math open response questions with rubrics for each area of mathematics.	Students will use CATS like assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None

B2b	Teachers will model proficient practice in answering math open response questions at least once a month. Proficient practice for all students will be teacher guided in both large and small group instruction.	Proficiency will be reached at an independent level for all students.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B2c	Teachers will use tuning protocols to analyze students math open response answers.	Students will experience successful practice while participating in math open response.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B3a	All teachers will administer The Appalachian Rural Systemic Initiative or another math diagnostic assessment at the beginning, middle and end of the year.	Teachers will have data to modify instruction. Students will receive instruction based on their specific needs.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B3b	Teachers will use excel spreadsheets to analyze data according to race and then modify instruction according to the students' needs.	Students will receive instruction that will target their identified needs and improve their math skills as evidenced by math assessments and lesson plans.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B3c	Teachers will use reading and math vocabulary development strategies.	Students will increase long-term memory and have a working knowledge of content specific vocabulary.	Classroom Teachers, Principal	Aug. 2004	On-going	None

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